UMBC UGC Instructions for New Course Request Form (revised 12/2020)

Date submitted: The date that the form will be submitted to the UGC.

Course number & title:
 Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Cross-listed courses: All cross-listed course numbers must be listed in the course number box. Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Contact information:

Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title:
Limited to 30 characters, including spaces.

Recommended Course Preparation:

Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.
Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: ***Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)*** Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system.   Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

# of credits:
To determine the appropriate number of credits to assign to a course please refer to the UMBC Credit Hour Policy which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s):
Please review the grading methods document (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description:

Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:
a) Why is there a need for this course at this time?
b) How often is the course likely to be taught?
c) How does this course fit into your department's curriculum?
d) What primary student population will the course serve?

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
g) Explain the reasoning behind the P/F or regular grading method.
h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Component: This is the type of instruction the course will utilize. The options are as follows: Clinical, Continuance, Discussion, Field Study, Independent Study, Laboratory, Lecture, Practicum, Seminar. Additionally, more than one component may be selected by the department. Please review the UMBC guidelines for components here: https://registrar.umbc.edu/course-component-and-credit-hour-guidelines/

Departmental Consent: Does this course require a student to have departmental approval noted in PeopleSoft prior to registering? If yes, please check the box. Departmental consent is a permanent addition to the course description. If the department would like consent to be administered by semester, or instructor do not check this box.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document. https://highpoint-prd.ps.umbc.edu/app/catalog/listCatalog

UMBC UGC New Course Request: ART 350 20th-21st Century Latin American Art

Date Submitted: 9/15/2021

	Name	Email	Phone	Dept
Dept Chair or UPD	James Smalls, Ph.D.	**smalls@umbc.edu**	(410) 455-2150	Visual Arts
Other Contact	Kathy O'Dell, Ph.D.	odell@umbc.edu	(410) 382-5929	Visual Arts

COURSE INFORMATION:

Course Number(s) Include Cross-listed Courses	**ART 350**
Formal Title	**20th-21st Century Latin American Art**
Transcript Title (≤30c)	20-21st C Latin American Art
Recommended Course Preparation	Students must have completed ART 216 or ART 221 with a grade of C or better.
Prerequisite	Must the pre-requisite be passed with a grade of : ☐ 'A' ☐ 'B' **x 'C'** or ☐ 'D'
# of Credits Must adhere to the [UMBC Credit Hour Policy](#)	3
Repeatable for additional credit?	☐ Yes **x No**
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	**x Reg (A-F)** ☐ Audit ☐ Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.**):**

This course examines a range of art forms from Latin American countries within cultural and historic contexts, focusing on artists active during the 20th and 21st centuries; studies Latin America's indigenous and African heritages and its colonial past from decolonizing perspectives; and explores major artistic trends (e.g., Muralism, Constructive Universalism, Neo-Concretism), as well as why the distinct -- and problematic -- category of "Latin American" art has emerged in academia and the international art world.

RATIONALE FOR NEW COURSE

a) Why is there a need for this course at this time? There is a need for more diverse course options that include decolonizing perspectives. The U.S. and Latin America have a shared history of independence from colonial rule, abolitionist, indigenous rights, and feminist movements, and struggles for economic, racial, and gender equality. Despite this shared history, the study of artists from Latin America is historically lacking in the U.S, This course is essential to present Latin American artists as integral to the study of art history.
This course will be part of the Art History Concentration in the Visual Arts department.
b) How often is the course likely to be taught? The course will likely be taught at least once a year.
c) How does this course fit into your department's curriculum? This course will be part of the Art History Concentration in the Visual Arts department.
d) What primary student population will the course serve? Students from the departments of Visual Arts, History, American Studies, Modern Languages, Linguistics and Intercultural Communication, and students from any department fulfilling the Arts and Humanities or Culture requirements for graduation would be served by this course.
e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen? The assigned readings and writing assignments for this course are at the 300 level.
f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s). The prerequisite ART216
Studies in Visual Culture (Prehistory through the 1750s) or ART221 Art History II provide a foundation in terms of background knowledge of art history and visual culture for this 300 level course.
g) Explain the reasoning behind the P/F or regular grading method. Since this course satisfies part of the requirement for the Art History Minor and the Latin American Studies Minor, this course employs the regular grading method.
h) Provide a justification for the repeatability of the course. This course cannot be repeated since the topic does not change each semester.

ATTACH COURSE SYLLABUS (mandatory): See attached course syllabus.

Required Information for Registrar's Office Implementation:
Items below will be listed in the catalog, but do not require UGC approval. For future changes to these items, submit an RT ticket to the Registrar's Office.

Component	☐ Clinical ☐ Discussion ☐ Field Study ☐ Independent Study ☐ Laboratory **x Lecture** ☐ Practicum ☐ Seminar ☐ Thesis Research ☐ Tutorial
Departmental Consent	☐ Yes **x No**
When Offered (Fall, Summer, Winter, Spring, Other*) *If Other, please describe	This course will be offered regularly, at least once a year in the Fall or Spring. It may be occasionally offered in the Summer or Winter.

Requested Effective Date (Please note that the final approval date will determine the earliest possible effective date):

Spring 2022

20th-21st Century Latin American Art
ART 350

Instructor: **Dr. Joyce Anitagrace**

This course will meet through BlackBoard Collaborate.
Log into BlackBoard via my.umbc.edu

Course Description:

This course examines a broad range of artists, artwork, and artistic trends from many Latin American countries within their cultural and historic contexts. We will explore the emergence of the Latin American aesthetic in art within the context of cultural nationalism by looking briefly at the 19th century and then focusing on artists active during the 20th- and into the 21st century. We will study Latin America's Indigenous and African heritage, its colonial past, as well as political and religious themes in Latin American art and their relationship to European and North American cultures. Students will become familiar with major artistic trends (such as Muralism, Constructive Universalism, and Neo-Concretism) and some major artists from Latin America. We will also explore why the distinct-and problematic-category of "Latin American" art has emerged in academia and the international art world.

Student Learning Objectives:

Students will be able to:

1. Utilize critical thinking, speaking, reading and writing skills.
2. Identify major styles of works of art in Latin America from the beginning of the 20th
Century until today.
3. Recognize important works of art and describe and analyze them in terms of form,
content, context and history of their creation.
4. Explain how political, social and religious ideas inform the art styles and images covered in the course.

Required Text:

Barnitz, Jacqueline, and Patrick Frank. ***Twentieth-Century Art of Latin America***. (Revised and Expanded Edition). Austin: University of Texas Press, 2015. (Approximate cost for new print book: $55).

Required Readings: Readings are listed under each topic. (Articles, that are to be read in addition to the textbook chapters, are available as pdf files on BlackBoard).

The readings must be read outside of class on your own time before you come to class each week. If you have any questions about how to use BlackBoard, be sure to contact the UMBC **Technology Support Center** (TSC). Here is a link to TSC wsite https://doit.umbc.edu/tsc/

Phone Support: 410-455-3838

Assignments and Grades:

Grading guidelines that determine the final grade earned in the course:

- **Attendance and Participation:**   **15%**
(which includes in-class activities)
- **Home Assignments:**   **35%**
- **Essay:**   **45%**
- **Final Presentation:**   **5%**
                    (Total possible: 100%)

*Students must attend class regularly to pass the course. Students must be present and actively participate in the synchronous (live) portion of the course. **One absence is permitted without affecting the student's final grade. Additional absences will lower the final grade by 10%. More than 3 absences will likely result in failure of the course. See attendance policy below.**

Students must turn in work on time and via BlackBoard in the correct format (Word Doc or pdf). Late assignments will not be accepted.

Since the Essay is work 45% of the final grade, students who do not turn in the essay will fail the course. In order to facilitate successful completion of the essay and the course, all students are required to attend at least one (virtual or asynchronous) session with a tutor at the Writing Center.

Final Grade Breakdown:

A : 90-100%

B : 80-89%

C : 70-79%

D : 60-69%

F : 0-59%

No Incompletes will be given in the course. All work must be turned in on time and uploaded properly to the BlackBoard course site.

Written Assignments Submitted Through BlackBoard

All written assignments for this course must be submitted through BlackBoard and submitted by the due date. Be sure to proofread and use SpellCheck for all assignments. It is a good idea to work with a tutor at UMBC's Writing Center for all written assignments. Be sure to plan ahead so that you can meet with a tutor before the assignment is due.

All assignments must be the student's original work for the course. **Plagiarism** is using someone else's ideas as if they were your own. Plagiarism, including, but not limited to: using part or whole of someone else's work, having someone else write your assignment for you, copying from websites or other sources either in English or another language and then translating to English, paraphrasing or quoting from another source without proper citation, is not tolerated at UMBC. **Students who turn in plagiarized work will fail the assignment and/or fail the course and will be reported to UMBC's Academic Conduct Committee.**

UMBC's Writing Center Information:

UMBC's Writing Center, located in the AOK Library (and available online), is happy to assist students with writing assignments in any UMBC course. We'll work with you at any stage of the writing process–you don't even need to have a full draft to come talk with a tutor! To learn more about what happens in a Writing Center session, please visit our Student FAQs page. We hope to see you soon!

The **Academic Success Center** offers free, one to one writing tutoring through our Writing Center. Tutors can help you with every step of the writing process and help you to become a better writer.

Writing tutors help students brainstorm topics, organize their papers, and develop their own writing.

The writing Center's Website: https://lrc.umbc.edu/tutor/writing-center/for-students/

Students can schedule appointments independently, using the ASC scheduling system, TutorTrac. Click on the ASC Tutor Schedule to check for available tutors and reserve your sessions.

Online Writing Help:
https://my3.my.umbc.edu/groups/academicsuccesscenter/posts/93781

If you have any questions or concerns about tutoring, please email tutoring@umbc.edu

Course Schedule

Note:
- Reading and writing assignments are **<u>due on the day under which they are listed</u>**. Assignments must be turned in on time, regardless of whether you are present or absent from class they day they are due. Since assignments are turned in through BlackBoard, you can turn them in early.
- Modifications to the syllabus may be made at the professor's discretion.

COURSE SCHEDULE

Week	Topic	Assignments due
Week 1	**Introduction to the Course**	
Week 2	***Modernismo* and the Break with Academic Art: 1890-1934** **Artists**: Mexico: Saturnino Herrán; Ecuador: Camilo Egas, Uruguay: Pedro Figari, Venezuela: Armando Reverón **Readings:** Barnitz, Jacqueline. **"Introduction" and "Chapter 1"** *Twentieth-Century Art of Latin America*, 1-41	**Home Assignment #1**

Week 3	**The Avant-Gardes of the 1920s** **Artists**: Brazil: Tarsila do Amaral, Emiliano di Cavalcanti, Lasar Segall; Argentina: Emilio Pettoruti, Xul Solar **Readings:** **Barnitz, Chapter 2**: pp. 43-44, 56-77 (skip pp. 45-55 we'll read these the following week) Bercht, Fatima. "**Tarsila do Amaral.**" In Rassmussen, W., ed. *Latin American Artists of the Twentieth Century*. Exh. Cat., 1993, 52-59 Nelson, Daniel E. "**Xul Solar: World-Maker**." In Rassmussen, W., ed. *Latin American Artists of the Twentieth Century*. Exh. Cat., 1993, 46-51	**Home Assignment #2**
Week 4	**Mexican Muralism** **Artists**: Mexico: Diego Rivera, David Alfaro Siqueiros, José Clemente Orozco **Readings**: **Barnitz, Chapter 2**: pp. 45-56; chapter 3: pp. 79-90 Rochfort, Desmond. "**The Murals of the 1920s: Festival, Revolt and Tradition.**" In *Mexican Muralists: Orozco, Rivera, Siqueiros.* London: Laurence King Pub., 1993, 33-81.	**Home Assignment #3**
Week 5	**Social, Ideological, and Nativist Art: The 1930s, 1940s and After** **Artists**: Brazil: Cândido Portinari; Ecuador: Eduardo Kingman, Oswaldo Guayasamín; Peru: José Sabogal, Julia Codesido, Mario Urteaga **Readings**: **Barnitz, Chapter 3**: pp. 90-111 José Carlos Mariátegui, "**The Indian Question: A New Appraisal**." In *Art in Latin America: The Modern Era, 1820-1980*, New Haven: Yale U. Press, 1989, 327-328. Jáuregui, Carlos and Edward Fisher. "**Of Rage and Redemption: Oswaldo Guayasamín: 1919-1999**" In *Of Rage and Redemption: The Art of Oswaldo Guayasamín*. Nashville, Tenn.: Center for Latin American and Iberian Studies, 2008, 15-38.	**Home Assignment #4**
Week 6	**Surrealism, Wartime, and New World Imagery, 1928-1964** **Artists**: Mexico: Rufino Tamayo; Cuba: Wifredo Lam, Mexico: Remedios Varo, Frida Kahlo **Readings**: **Barnitz, Chapter 4**: pp. 113-138 Oles, James. **"The Howl and the Flame: Tamayo's Wartime Allegories.**" In *Tamayo: A Modern Icon Reinterpreted.* Santa Barbara Museum of Art, 2007, 291-315. Zamudio-Taylor, Victor. "**Frida Kahlo, Mexican Modernist.**" In Frida Kahlo. Minneapolis: Walker Art Center, 2007, 14-34.	**Home Assignment #5**

Week 7	**Torres-García's Constructive Universalism and the Abstract Legacy** **Artists**: Uruguay: Joaquín Torres-García, Argentina: Gyula Kosice **Readings**: **Barnitz, Chapter 5**: pp. 139-156 Joaquín Torres-García, "**The Southern School**," (pp. 320-322) in *Art in Latin America: The Modern Era, 1820-1980*, New Haven: Yale U. Press, 1989. Fletcher, Valerie. "**Joaquín Torres-García**" (pp. 103-147) in *Crosscurrents of Modernism: Four Latin American Pioneers*. Washington, D.C.: Hirshhorn Museum, 1992. [Note this is a bilingual essay, with Spanish on the left-hand pages and English on the right].	**Home Assignment #6**
Week 8	**New Museums, the São Paulo Biennial, and Abstract Art** **Artists**: Mexico: Vicente Rojo, Brazil: Manabu Mabe, Peru: Fernando de Szyszlo, Colombia: Alejandro Obregón **Readings**: **Barnitz, Chapter 6**: pp. 157-179 Barriendos, Joaquín."**Geopolitics of Global Art: The Reinvention of Latin America as a Geoaesthetic Region.**" In *The Global Art World: Audiences, Markets, and Museums*. Ostfildern: Hatje Cantz, 2009, 98-115.	**Home Assignment #7**
Week 9	**Geometric, Optical, and Kinetic Art from the 1950s through the 1970s** **Artists**: Colombia: Edgar Negret, Eduardo Ramírez, Venezuela: Alejandro Otero, Jesús Rafael Soto, Carlos Cruz-Diez **Readings**: **Barnitz, Chapter 8**: pp. 207-234 Rich, Sarah. "**Soto and You.**" In *Soto: Paris and Beyond 1950-1970*. New York: Grey Art NYU Gallery, 2012, 45-53. Olea, Héctor. "**The Dialectics of Chrono-Chromatic Space**." In *Color in Space and Time: Cruz-Diez*. New Haven: Yale U. Press, 2011, 33- 47.	**Home Assignment #8**
Week 10	**Brazilian Concrete and Neo-Concrete Art and their Offshoots** **Artists**: Brazil: Lygia Clark, Helio Oiticica, Lygia Pape **Readings: Barnitz, Chapter 9: pp. 235-253** Brett, Guy. "**Lygia Clark and Hélio Oiticica.**" In Rassmussen, W., ed. *Latin American Artists of the Twentieth Century*. Exh. Cat, 1993, 100-105.	**Home Assignment #9**

Week 11	**Neofiguration, Pop, and Environments: the 1960s and 1970s** **Artists**: Colombia: Fernando Botero, Beatriz González, Argentina: Marta Minujin **Readings***: Barnitz chapter 10:* pp. 255-283 Elliot, David. "**A Painter of Lost and Angry Pictures**" In *The Baroque World of Fernando Botero*. New Haven: Yale U. Press, 2006, 35-47. Sullivan, Eward. "**Fernando Botero: Critical Strategies.**" In *The Baroque World of Fernando Botero*. New Haven: Yale U. Press, 2006, 49-59.	**Home Assignment #10**
Week 12	**Graphic Art, Painting, & Conceptualism as Ideological Tools /** **Art Under Dictatorship: 1970-80s** **Artists**: Chile: CADA: Colectivo Acciones de Artes (The Art Actions Collective), Brazil: Antonio Henrique Amaral, Cildo Meireles, Anna Bella Geiger **Readings**: **Barnitz, Chapter 11**: pp. 285-315 Calirman, Claudia. "**Interventions in the Social Landscape: Parallels Between Brazilian Artistic Actions and the Chilean 'Avanzada.'**" *Source: Notes in the History of Art* 31, no. 3 (2012): 36-42.	**Home Assignment #11**
Week 13	**Latin American Art at the End of the 20th and into the 21st Century:** **Artists**: Chile: Cecília Vicuña, Cuba: Kcho, Uruguay: Luís Camnitzer Argentina: Tomás Saraceno **Readings: Barnitz, Chapters 12 and 13**: pp. 317-313 Malone, Meredith. "**Tomás Saraceno: Cloud-Specific.**" In *Tomás Saraceno : Cloud Sepcific,* Meredith Malone, ed., Chicago: University of Chicago Press, 2014, 25-35.	**Essay, Due**
Week 14	**Final Presentations**	Final Presentation
Week 15	**Conclusion of the Course**	

Policies

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ATTENDANCE & PUNCTUALITY

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Attendance is required. Attendance, punctual arrival, and on-time delivery of assignments are expected. **<u>One absence is permitted without affecting the student's final grade. Additional absences will lower the final grade by 10%.</u> <u>More than 3 absences will likely result in failure of the course.</u>**

If you have unforeseen extenuating circumstances (a medical emergency, an extended illness, a family emergency, etc.) please be sure to contact your professor by email as soon as possible and provide documentation concerning the reason for the absence.

If you know in advance that you will miss class (court duty, you are part of a UMBC sports team that is travelling the day of class, etc.), be sure to send documentation to your professor by email BEFORE you miss class. Assignments still must be turned in on time, regardless of whether you are present or absent from class the day they are due. You can always plan ahead and turn your assignments in early.

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

As for citing your sources, err on the side of safety. In this course, we follow the *Chicago Manual of Style*, 17th edition, for citations. For more details on academic integrity, click here.

UMBC Code of Student Conduct

The University of Maryland Baltimore County is strongly committed to the development of the student and promotion of personal integrity and self-responsibility. Students enrolling at UMBC become citizens of the community and are entitled to enjoy the privileges and required to assume the responsibilities associated with this affiliation. UMBC affirms its commitment to achieving diversity in higher education and continues to improve the quality and increase the diversity of its student body. **The University consistently strives to create a community that welcomes and celebrates differences**. Since the rights of all students are protected, and an atmosphere conducive to intellectual development, personal growth, and community association are to be promoted, standards and guidelines on student behavior are necessary. This Code of Student Conduct is intended to outline certain responsibilities and expectations of UMBC students, assist the students to understand their role in the academic community, and to establish procedures that ensure due process in the adjudication of complaints concerning students.

The Office of Student Conduct and Community Standards supports the University's dedication to student success and its educational purposes and goals by publishing, enforcing, drafting and interpreting standards of student behavior and related policies and procedures; facilitates student and community developmental and ethical growth opportunities promoting personal integrity, civility, self-responsibility, citizenship and appreciation for diversity; works to maintain a safe and productive environment supporting the University's educational purpose and the students' educational goals; and promotes the privileges and responsibilities associated with a student's affiliation with the University.

In addition to the Code of Student Conduct, all students at the University of Maryland Baltimore County are also subject to the University's Policy on Prohibited Sexual Misconduct and Other Related Misconduct ("Sexual Misconduct Policy") and affiliated Procedures, which are separate from the Code of Student Conduct standards and procedures. All students are expected to read the

Sexual Misconduct Policy and Procedures, as well as the Code of Student Conduct, to gain a thorough understanding of the expectations and procedures set forth in both processes and the differences between the two. The Sexual Misconduct Policy is found at https://oei.umbc.edu/sexual-misconduct-policy-and-procedures/#:~:text=UMBC%20prohibits%20all%20forms%20of,terms%20and%20conditions%20of%20employment.

Article V. Proscribed Conduct

A. Student Responsibility to Know Rules and Regulations
Each student is responsible for notice of and compliance with the provisions of the University's Rules and Regulations. All students are expected and required:

a.   to obey the law

b.   to comply with University Rules and Regulations and with directives issued by a University official in the course of his or her authorized duties, and

c.   to observe standards of conduct appropriate for an academic institution.

Each student is charged with the obligation to conduct himself/herself in a manner compatible with the University's function as an educational institution.

B. Rules and Regulations
Any student found to have violated the following rules and regulations is subject to the sanctions outlined in section C on the website (see below)

2. Behavior Which Jeopardizes the Health or Safety of Self or Others.

9. Disruption of Any University Activity.
This rule prohibits, but is not limited to, the following:

a.   acts inhibiting, interfering with, obstructing, or damaging either
 i.**an academic activity (e.g., teaching,** research, or University Administration) or organized student activity; or
 ii. a campus resource relating to academic materials (e.g., library books, audiovisual materials and tapes);
b.   any intentional act substantially interfering with the freedom of expression of others on University Property or at University sponsored activities; or
c.   activity which disrupts or interferes with normal University functions or operations.

For more on the policy see the website:
https://conduct.umbc.edu/resources/student-code-of-conduct/#article5

UMBC Policies and Resources for Students during COVID-19

Bookmarks
- UMBC Vision Statement
- Student Safety
- Technology: Access, Requirements, Resources, Support
- COVID-19: Safety Expectations and Guidelines
- Academic integrity in the Online Instruction Environment
- Resources to Help you Succeed in Online Courses
- Enrollment Dates and Deadlines

- [Accessibility and Disability Accommodations, Guidance and Resources](#)
- [Religious Observances](#)
- [Hate, Bias, Discrimination and Harassment](#)
- [Sex and Gender Based Violence, Harassment and Discrimination](#)
- [Pregnancy](#)

UMBC's Vision Statement

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by **welcoming and inspiring inquisitive minds from all backgrounds.**

Student Safety

In response to the COVID-19 pandemic, it is understood that some students who are enrolled in classes that have an in-person component may have or develop COVID-19 related health concerns coming to campus to attend those classes this semester. No student shall be compelled to attend class or attend an assessment if they have COVID-19 related health concerns. However, for students enrolled in courses having a physical presence component who anticipate not being able to attend the in-person class sessions due to COVID-19 related health concerns, it is advisable to provide notice to the course instructor at the beginning of the term so that alternate arrangements can be made. Students enrolled in courses with an in-person component who develop COVID-19 related health concerns during the semester should immediately contact the course instructor to discuss alternative instructional arrangements.

Technology: Access, Requirements, Resources, Support

To help ensure that UMBC students are equipped for academic success, the Division of Information Technology (DoIT) provides a wealth of resources and support, including tips for getting online and minimum specifications to consider when purchasing a computer (doit.umbc.edu/students). UMBC does require all students to be technologically self-sufficient, which entails having a reliable personal computer (preferably a laptop with webcam) and Internet access. Since UMBC requires all students to have a computer and Internet access, financial aid may be used to meet this requirement. To learn more, students should contact their financial aid counselor at financialaid.umbc.edu/contact.

COVID-19: Safety Expectations and Guidelines

Students enrolled in this course are expected to adhere to all UMBC policies, rules, and regulations, including COVID-19 emergency health and safety rules, policies, guidelines, and signage enacted for the UMBC community. For students attending in-person classes, signage, policies, rules, and/or guidelines may include but are not limited to specific requirements for face coverings, physical distancing, and sanitization, in addition to efforts to reduce density efforts that involve reductions in seating and room capacity. Please be aware that UMBC's COVID-19 emergency health and safety rules, regulations, policies, guidelines, and/or signage are subject to change as our public health crisis evolves. Any violation will be subject to disciplinary action and may include but not limited to immediate dismissal from the classroom, removal from the classroom and/or campus, a requirement to work remotely, and/or sanctions and conditions enumerated in the [UMBC Code of Student Conduct](#) that may entail suspension or expulsion from UMBC.

Academic integrity in the Online Instruction Environment

Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. These principles and policies apply in both face-to-face and online classes. Resources for students about academic integrity at UMBC are available at https://academicconduct.umbc.edu/resources-for-students/.

Resources to Help you Succeed in Online Courses

Many students need additional support to succeed in online courses. Click on the following links for helpful resources:

UMBC's Academic Success Center (ASC) provides a range of resources to support students as they progress toward degree completion. They will continue to offer all of their services online.

The ASC has created a specialized set of **Online Learning Resources**, including videos and guides to help students succeed while learning online.

In addition, check out the following resources:

- **Academic Success Center Resources** include: Online tutoring and writing support, supplemental instruction/peer-assisted study sessions (SI PASS), placement testing, FYI academic alerts, success courses, academic advocacy, academic policy and academic success meetings.
- **Tutoring and Writing Center Appointments** will be online; students can make appointments using this link.
- **SI PASS** Supplemental Instruction (SI)/ *Peer Assisted Study Sessions* (PASS). The SI PASS program targets traditionally difficult academic courses, providing regularly scheduled, out-of-class review sessions, happening in Blackboard Collaborate inside your existing Blackboard course.
- **Academic Advocates:** Advocates work one-on-one with students who need support navigating academic and institutional challenges, no matter how complex the concerns (i.e., personal, academic, or financial).
- **Academic Success Meetings** - Schedule a one-to-one virtual meeting with an Academic Success Center Professional who can help you with time management, study skills, and accessing campus resources.

If you have a question, please contact the ASC at academicsuccess@umbc.edu

Enrollment Dates and Deadlines

Students must be familiar with the academic policies and enrollment dates and deadlines as published in the Undergraduate Catalog and the Academic Calendar. They are also responsible for managing their course enrollment(s) accordingly.

Accessibility and Disability Accommodations, Guidance and Resources (required)

Accommodations for students with disabilities are provided for all students with a qualified disability under the Americans with Disabilities Act (ADA & ADAAA) and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that creates equal access for students when barriers to participation exist in University courses, programs, or activities.

If you have a documented disability and need to request academic accommodations in your courses, please refer to the SDS website at sds.umbc.edu for registration information and office procedures.

SDS email: disAbility@umbc.edu

SDS phone: (410) 455-2459

If you will be using SDS approved accommodations in this class, please contact the instructor to discuss implementation of the accommodations. During remote instruction requirements due to COVID, communication and flexibility will be essential for success.

Sexual Assault, Sexual Harassment, and Gender Based Violence and Discrimination (required)

UMBC Policy and Federal law (Title IX) prohibit discrimination and harassment on the basis of sex, sexual orientation, and gender identity in University programs and activities. Any student who is impacted by sexual harassment, sexual assault, domestic violence, dating violence, stalking, sexual exploitation, gender discrimination, pregnancy discrimination, gender-based harassment or retaliation should contact the University's Title IX Coordinator to make a report and/or access support and resources:

Mikhel A. Kushner, Title IX Coordinator (she/they)

410-455-1250 (direct line), kushner@umbc.edu

You can access support and resources even if you do not want to take any further action. You will not be forced to file a formal complaint or police report. Please be aware that the University may take action on its own if essential to protect the safety of the community.

If you are interested in or thinking about making a report, please use the Online Reporting/Referral Form. Please note that, if you report anonymously, the University's ability to respond will be limited.

Notice that Faculty are Responsible Employees with Mandatory Reporting Obligations:

All faculty members are considered *Responsible Employees*, per UMBC's Policy on Sexual Misconduct, Sexual Harassment, and Gender Discrimination. Faculty are therefore required to report any/ all available information regarding conduct falling under the Policy and violations of the Policy to the Title IX Coordinator, even if a student discloses an experience that occurred before attending UMBC and/or an incident that only involves people not affiliated with UMBC. Reports are required regardless of the amount of detail provided and even in instances where support has already been offered or received.

While faculty members want encourage you to share information related to your life experiences through discussion and written work, students should understand that faculty are required to report *past and present* sexual assault, domestic and interpersonal violence, stalking, and gender discrimination that is shared with them to the Title IX Coordinator so that the University can

inform students of their [rights, resources and support](#). While you are encouraged to do so, you are not obligated to respond to outreach conducted as a result of a report to the Title IX Coordinator.

If you need to speak with someone in confidence, who does not have an obligation to report to the Title IX Coordinator, UMBC has a number of [Confidential Resources](#) available to support you:

- [The Counseling Center](#) (Main Campus): 410-455-2472 / After-Hours 410-455-3230 [Monday – Friday; 8:30 a.m. – 5 p.m.]
- [Center for Counseling and Consultation](#) (Shady Grove Campus): 301-738-6273 (Messages checked hourly) [Online Appointment Request Form](#)
- [University Health Services](#): 410-455-2542 [Monday – Friday 8:30 a.m. – 5 p.m.]
- Pastoral Counseling via [Interfaith Center](#): 410-455-3657; interfaith@umbc.edu [7 days a week; Fall and Spring 7 a.m. – 11 p.m.; Summer and Winter 8 a.m. – 8 p.m.]

Other Resources:

- [Women's Center](#) (for students of all genders): 410-455-2714; womenscenter@umbc.edu. [Monday – Thursday 9:30am-6pm and Friday 9:30am-4pm]
- [Shady Grove Student Resources](#), [Maryland Resources](#), [National Resources](#).

Child Abuse and Neglect:

Please note that Maryland law and [UMBC policy](#) require that faculty report all disclosures or suspicions of child abuse or neglect to the Department of Social Services and/or the police.

Pregnant and Parenting Students

UMBC's [Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination](#) expressly prohibits all forms of Discrimination and Harassment on the basis of sex, including pregnancy. [Resources for pregnant, parenting and breastfeeding students](#) are available through the University's Office of Equity and Inclusion. Pregnant and parenting students are encouraged to contact the Title IX Coordinator to discuss plans and ensure ongoing access to their academic program with respect to a leave of absence or return following leave related to pregnancy, delivery, adoption, breastfeeding and/or the early months of parenting.

Pregnant students and students in the early months of parenting may be entitled to accommodations under Title IX through the Office of Equity and Inclusion.

In addition, students who are pregnant and have an impairment related to their pregnancy that qualifies as disability under the ADA may be entitled to accommodations through the [Student Disability Service Office](#).

Religious Observances & Accommodations

UMBC [Policy](#) provides that students should not be penalized because of observances of their religious beliefs, and that students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences or requested modifications for religious observances in advance, and as early as possible. For questions or guidance regarding religious observance accommodations please contact the [Office of Equity and Inclusion](#) at oei@umbc.edu.

Hate, Bias, Discrimination and Harassment

UMBC values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement.

Consistent with these principles, [UMBC Policy](#) prohibits discrimination and harassment in its educational programs and activities or with respect to employment terms and conditions based on race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

Students (and faculty and staff) who experience discrimination, harassment, hate or bias or who have such matters reported to them should use the [online reporting/referral form](#) to report discrimination, hate or bias incidents. You may report incidents that happen to you anonymously. Please note that, if you report anonymously, the University's ability to respond will be limited.